Philosophy of Classroom Management

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**Introduction:**

Classroom management is not at all what I had originally thought it was. To me when I heard classroom management, I thought of strict rules, the teacher always being right and in charge of everything, basically the students having no say in anything that goes on in the classroom. However, after taking this course and learning about the different components of classroom management, I cant believe how incredibly wrong I have been. I never thought that classroom management could be a fun part of the classroom, but still keep all the importance of it as well. After doing extensive research of Danielson’s domain 2 the 5 components, I was amazed at all the different styles of classroom management. It made me really begin to think about how I am going to use these components in my own classroom someday. This then made me think back to all the opportunities that I have had to observe and be apart of a classroom, and how that teacher handled situations. After learning about all the components of domain 2, I know for sure that I am defiantly going to include them in my future classroom as best I can.

**Component 1: Creating an Environment of Respect and Rapport**

For me this is one of the biggest components to have in the classroom. Creating an environment of respect and rapport for students is very important, especially in today’s world. Times are changing, back when my parents were in school they all knew to give respect to their teachers or they were hit with a ruler. But in today’s classroom it is no longer like that anymore. That respect of the teacher does not exist for some students. Component one is all about having respect for the teacher, the classroom, each other, and ourselves. I would introduce the rules of the classroom, but I would have the students help me tweak them in a way that fits this classroom best. My classroom would have a welcoming feel, I want my students to feel like this classroom is their second home. They should feel safe at all times. One activity I would implement for the students to learn respect for others and the classroom is an Activity I learned in one of my classes called “Home Court”. This activity lets the students know that this is their home court and they should treat others as they want to be treated. Also, the classroom should be treated like they would treat their homes. If a student is being disrespectful to another student or the classroom, then the student witnessing this has to say “Home Court”, and the student doing the disrespect has to stop. I loved this idea because it allows the students to handle their own situations in a respectful way, it also keeps the teacher free from having to settle arguments and such. My classroom is going to be a place that the students can feel like themselves and want to come to learn every single day.

**Component 2:** Establishing a Culture for Learning

In my opinion, component 2 would be one of the hardest components to really implement perfectly. Teachers really need to get to know and understand each student and how they learn. Teachers also need to be able to help the students take pride in the amazing work they create, even if the student doesn’t feel that it is worthy of praise. In my classroom, I will have the highest expectations of my students and their work. I will believe in every one of my students, and I will expect them to believe in themselves. One idea I will introduce to my students to make them proud of their work is called the “I Can” can. I found this idea on a website and I know I will definitely use this in my future classroom. The idea is for every student to have a can, decorate it, and have on the outside “I Can”. Every time they learn something new, they will take a slip of paper and write down what they learned, and why they are proud of that accomplishment. It can be for any subject, or anything to do with the classroom. ("I can, cans," ) This idea is to help the students take pride in their work, and to be proud of their accomplishments. This is so important in the classroom, if the students feel good about themselves, then the classroom environment will be positive and have a constant flow.

**Component 3:** Managing Classroom Procedures

Having students involved in the classroom procedures will be a huge part in my classroom. I want the students to learn the classroom routines, their jobs, and how transitions in the classroom should go. In my classroom I am going to have a large list of classroom jobs with pictures next to them. At the beginning of each week the students will pick out number out of a jar. The person that picks number one will get to choose the job they want first, and so on. Some jobs will be allowed to be completed in small groups. This will give the students practice in working in small groups. I feel that component 3 is important to the classroom because it involves the students in caring for their surroundings. Transitions from subject to subject is another important part of managing the classroom. The less time wasted during transitions means the more time there is for learning, and isn’t that what school is all about?

**Component 4:** Managing Student Behavior

In the classroom, student behaviors can make a classroom run smoothly or make a classroom unmanageable. One the first day of school I will lay out a list of objectives that I will expect my students to follow. After the first month or so, I am sure my objectives will change a little after getting to know my students and their personalities. I want my students to feel comfortable around me and I want to build a relationship with my students. If a connection with the students is made, then they will want to impress you. I had an experience like this in my practicum. The one “problem” student in the classroom somehow connected with me, on the days that I was there she was well behaved and did all her work. The teacher actually told me that the student was only good on the days that I was there. That is because the very first day I made a connection with her. Before I even knew she was considered a “problem child”, I treated her like the student she deserved to be treated like. This is how I want all my students to feel in my classroom. However, I want a relationship with my students on a professional level, not on a friend level. I would like to have a “classroom store” in my classroom, when students show good behavior I will reward them with some type of classroom buck. At the end of each week the students who earned bucks can go shopping in our classroom store. This will give the students an incentive to have good behavior to earn bucks.

**Component 5:** Organizing Physical Space

The layout of the classroom is one of the most important aspects of the classroom. The flow of the classroom all depends on the physical layout of the classroom. The room must be free from distractions, there should be no congestion at any of the areas that contain popular items (pencil sharpener, trashcan, etc.). I want my desk to be in the back in an area that I would never want to sit in. I must be able to see my students at all times, from any point of view in the classroom. My classroom needs to have a warm and inviting feel to it. I want my students to want to be there everyday. If they want to be there, then they will dedicate themselves to learning.

**Discipline Models:**

After this semester, I learned so many new discipline models I never knew even existed. A few of them I will actually use in my classroom. I really enjoyed learning about Fredric Jones’ model, he believes that everything in the classroom should be kept positive. I couldn’t agree with that more, yelling and screaming will get a teacher no where. But if the teacher comes at a situation with a positive approach the student will seem feel more comfortable. I also liked his ideas on the teacher using his or her own body language to control different situations. I will definitely use Jones’ model in my classroom, I want my classroom to have a positive feel for the students and myself. Kounin’s model was one I also enjoyed learning about. The one part of his discipline model that really stood out to me was his theory of withitness. He believes that all teachers need to know what is going on at every moment in the classroom. Teacher’s basically need to have “eyes in the back of their heads” in the classroom. I will actually use some of these theories in my upcoming practicum, and my student teaching, practice makes perfect (or almost perfect). After teaching my very first lesson in my practicum, I found it very difficult to keep the attention of the students, and my discipline actions. After learning all these new theories and strategies I feel more prepared for my second practicum and student teaching.

**Conclusion:**

After considering my classroom management philosophy, I feel that I have a strong understanding of what is being asked of me as a teacher. There are so many different aspects of classroom management. It is the job of the teacher to find out what works best for them and what works best for their future students. There are so many different options for managing the classroom; I plan on trying every one of them until I find what works best for me and my classroom.

**References:**

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